

Deafness—the hidden handicap

ST MARY'S School for the Deaf at Stornoway Street, Milton, Glasgow, was formally opened last week by Sister M Nicholas, OP, principal of the Cabra School for the Deaf in Dublin.

St Mary's School has 60 severely deaf pupils from three to 16 years of age. The school serves Glasgow and the north-west of Scotland and takes some pupils from remote areas — including four from Orkney — who are at present accommodated in the former School for the Deaf at Maryhill. The new hostel for deaf children in Partickhill Road is not quite ready.

St Mary's School was completed in June 1972 at a cost of £300,000. It is one of the most modern schools for the deaf in Britain. There are 11 classrooms, all equipped with blackboard projectors and the Peters Group Aid system of communication between teacher and pupils. There is a nursery classroom with observation panels of one-way glass sheeting, hobbies rooms, a speech reading unit and an audio-testing unit.

Special attention was paid by the architects, working in conjunction with the Glasgow Corporation's Department of Architecture and Civic Design, to the internal finishes of the classrooms. The walls are finished with acoustic boarding and plaster, there are acoustic tiled ceilings and ribbed rubber floor coverings. These finishes were chosen to reduce noise from the corridors and adjacent rooms, because background noise is confusing to deaf children using audio aids.

In her opening address, Sister M Nicholas, who is also principal tutor in

By
MARGARET HENDERSON

the education of deaf children at Dublin College of Education, expressed her interest in the training course for teachers of the deaf at Moray House College of Education.

Long history

Sister Nicholas recalled the "long and glorious history" of the Glasgow School for the Deaf. She had been looking over the records of the school and had come across an entry for 1859 in which the directors stated that no pupil had ever left the institution without a job in view.

Even at that time, the Glasgow Institution for the Deaf and Dumb, as it was then called, provided small allowances for school leavers in need and took an interest in the welfare of former pupils. That was no mean achievement, Sister Nicholas said, for an institution founded entirely on a charitable basis.

In 1891, the directors had expressed the opinion that only 5 per cent of deaf children were totally deaf. It had taken teachers of the deaf throughout the world much longer to realise that this was the case and to understand the implications.

Deafness, said Sister Nicholas, was the hidden handicap. The man in the street was rarely aware of the problems of the deaf. Today there was more need than ever before for good schools for the deaf.

The deaf were finding it very hard to keep up in an age of technological change and verbal communication. Faith was needed in the ability of deaf people to achieve high standards. Many deaf people throughout the world had reached remarkable standards.

The greatest need of the deaf child was language — language in the broad sense, including signs, gestures, facial expressions, lip reading, speaking and writing. They required a multiple system of communication.

Deaf children had to be provided with several kinds of additional help. First their deafness must be ascertained at an early age. There was excellent machinery available in Glasgow, Sister Nicholas said, but because of social pressures parents were sometimes slow to come forward or to declare their child hard of hearing.

Deaf children must have amplification as soon as possible, even if the equipment was expensive, and parents of deaf children must have guidance from trained teachers.

But the key to success in the education of deaf children, Sister Nicholas believed, was still the good teacher. In no other field of teaching was first-hand experience so important. After many years of teaching the deaf, she felt she was still learning from experience herself.

The guests at the opening ceremony were entertained by a mime in two parts, entitled "Metamorphosis", presented by secondary pupils, and photographs of the platform party were taken by one of the third-year boys.

OVER 20 pc NEED REMEDIAL HELP IN SOME DEGREE

MORE than 20 per cent of all school children need remedial help in some degree, Mr N Macauley, headmaster of Knightswood Secondary School, Glasgow, told a conference of the Scottish Association for Remedial Education.

This was not a homogeneous group apart from their fellow-pupils, and showed a wide variety of degrees of backwardness and disability. Slow learners should not be labelled on their first entry to secondary school except when well below average.

Mr Macauley did not recommend remedial arithmetic or English for slow

learners in the third and fourth years of schooling, preferring that they should be exposed to a wide spectrum of subjects in interesting settings. Academically gifted pupils, who also needed to balance their curriculum with leisure activities, should be mixed in with these groups.

Mr J Livingstone, principal lecturer in physical education at Jordanhill College of Education, said that backward children, being lacking in motor perceptory skills, were often poor at PE. Specialist remedial coaching should begin in Primary I, but salaries in primary school were not nearly high enough to attract the experts.

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Action urged

URGENT Government action to give students at colleges of education more realistic grants has been called for by Mr Allan MacRitchie, chairman of the Institute's Glasgow Local Association.

In a press statement, Mr MacRitchie said that the association fully supported the students in their demand for an immediate revision of their grants.

"Students are no less vulnerable than any other members of the community when the national economy is being subjected to such fierce inflationary pressures," he said. "There is no doubt that the real monetary value of their grants has been severely eroded over the past six or seven years."

Mr MacRitchie added that the modest increases awarded to students last year had brought virtually no improvement in their position and were soon swallowed up by further rises in the cost of living. Urgent Gov-

ernment action was needed to ease the growing financial burden being carried by many students "and any reluctance to meet their reasonable demands at this time would be a retrograde step and a false economy as far as the country as a whole is concerned".

Maths project

THE Scottish Mathematical Council is again offering about 10 awards of £10 in its Scottish primary schools project competition. Schools choose their own projects, which should be submitted in a form suitable for exhibition in a limited space. Films, slide and tape recordings should be avoided. Work should be done by pupils themselves and, as far as possible, during the normal school time allocation for mathematics.

Topics relevant to the pupils' environment are recommended. Successful entries last year included: "The Sea", "The Car and the Community", "Our New School", "The Food Market" and "The Mathematics of High

Living". Entries must be made by education authorities.

The project competition secretary is: Mr J S Fowle, The Edinburgh Academy, Edinburgh, EH3 5BL.

About 15 awards of £40, £30 and £20 each are being offered to pupils in S5 and S6, S3 and S4 and S1 and S2 in the council's mathematics competition for Scottish secondary schools. The competition aims at stimulating interest in and appreciation of mathematics and its applications among secondary pupils of all ages and abilities.

The secretary is: Mr M J Hay, principal teacher of mathematics, Leith Academy, Duke Street, Edinburgh. The council's application form lists 25 subjects culled from previous competitions.

Study conference

A STUDY conference on "Teaching Effectively" is being held at Edinburgh University on November 17 for part-time teachers of adults.

The conference, which is being organised by the south-east Scotland branch of the Association of Tutors in Adult Education, will take the form of group discussions following an introductory lecture by Mr Ralph Ruddock, senior lecturer in adult education at Manchester University.

Further information and application forms may be obtained from Mr R Peter Wassell, Department of Educational Studies, Edinburgh University.

Counter-attack

THE interdenominational Order of Christian Unity has renewed its attack on what it calls "the current two-pronged movement against Christian education in Britain's state secondary schools".

According to Lady Lothian, chairman of the Order, there is a pincer movement between those who want to fill the religious education period with moral education and those who want to use it for the "new RE"—all world religions, including Marxism, humanism and atheism.

She fears that between these two forces there will be no room, in already limited compulsory periods, for educating children in Christianity. The Order has written to Mrs Margaret Thatcher, Secretary of State for Education, outlining proposals for improving and maintaining Christian teaching in schools.



"You just don't understand me, dad."

Catering for the gifted child

By

Margaret Henderson

IN the last few years in England there has been an upsurge of interest in the education of gifted children. It is argued that they are just as much in need of teaching suited to their abilities as their classmates who benefit from "remedial" tuition. In England there are now two colleges of education, the Institute of Education in London and Northampton College of Education, offering courses in the teaching of exceptional children.

In Scotland, whether the gifted child is identified and given help or not is still very much dependent on the perception of individual teachers and the policy of individual schools, though a small working group was appointed by the Scottish Education Department this year to consider "special facilities which might be developed in association with an existing secondary school to provide for the education of children of exceptional musical talent".

This initiative was taken in response to representations from a pressure group led by Mr J Ainslie Millar and supported by the EIS which predicted a major crisis in music and ballet in Scotland if young Scottish performers were not given more encouragement.

In Brighton next July, the Department of Education and Science is holding its second conference for teachers, headmasters, educational psychologists and inspectors on the education of artistically and intellectually gifted children. Prominent among the speakers will be the founder-members of another pressure group, the London-based National Association for Gifted Children. It was this group which first drew the attention of English educationists to the needs of exceptionally able children.

Mrs Margaret Branch, a principal psychiatric social worker at a London teaching hospital, had noticed that some of the children being referred to her as disturbed did not suffer from any emotional disturbance. They were highly intelligent children who had become frustrated and difficult because they did not have enough mental stimulation.

Mrs Branch discussed her theory that gifted children were being neglected with friends working in education and child psychology. A conference was called under the chairmanship of Sir George Trevelyan and the National Association for Gifted Children was formed.

Scottish centres

The association hopes to establish centres in Edinburgh and Glasgow early in 1974. Among the 1,500 inquiries answered by the association each year have been many from Scotland. The headquarters of the National Association for Gifted Children, at 27 John Adam Street, London, WC2N 6HX, are in touch with all current research on the gifted child. They can provide teachers with a book list on the subject.

What is a "gifted" child? For teaching purposes, we might say that the "gifted" pupil is one whose abilities are so far above the average or so different from those of the rest of his age group that he requires special help.

Many considerations must be taken into account besides performance in IQ tests, but the National Association for Gifted Children does come across children with IQs of 160 or more. These children are rare, but they do exist. They can master any subject they choose to study. They understand and memorise what they are taught instantly.

There are children known to the NAGC who have learned to read at two years of age. Among the five-year-olds attending one of the association's centres are one child who is an expert on dinosaurs, one whose hobby is electro-plating, one who spends his spare time making solid geometry models and another who reads two or three advanced science books a week.

Yet these apparently favoured children do not always have an easy passage through school nor do they always fulfil their potential. There have been cases where a child who enters school able to read fluently has been made to feel he has done something wrong.

To be acceptable to the teacher he takes care not to appear different from the rest of the class again. He discovers that pretending to be average also makes him less lonely among his classmates. Successful at everything he undertakes, his attempt to be like the other children is totally convincing.

Most teachers will rarely or never encounter the problems of the top 1 per cent of intellectually gifted children. But there are about 200,000 school children in Britain with IQs of 140+—higher than the IQs of most of their teachers as well as those of their classmates.

There are also the children gifted in "divergent" thinking. These children, endowed with unusual imagination and creativity, are not so easily identified by intelligence tests which tend to favour the problem solvers, the "convergent" thinkers. Imaginative children sometimes lose points because of their unusual approach to the questions in conventional tests.

They have been known to lose marks by noticing an ambiguity in a question which escaped the examiner. Sometimes these children are day-dreamers or erratic workers who are not at their best in any type of test or examination.

An inexperienced teacher needs help if she is puzzled about a pupil whose performance does not appear to match his ability, a pupil who is apparently intelligent but disturbed, or irritable and critical of teachers. A few of these children may have become apathetic or angry because they have been under-estimated.

Special help

It is a rewarding experience for a teacher to have a gifted child in the classroom, but these children require more help than the class teacher alone is in a position to give. In the Soviet Union, and to some extent in the United States, the problem is solved by taking the most able and talented children out of the ordinary school altogether and segregating them in special schools for the training of an élite.

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Those concerned with the education of gifted children in Britain are not in favour of separate schooling except for children who show unusual talent in music or ballet when training from an early age combined with a good general education is essential.

The National Association for Gifted Children believes that there is no reason why the gifted child should not receive the help he needs within the context of the comprehensive school. But special arrangements to help the class teacher and supplement her work do have to be made.

The NAGC recommends advancement by one year or (rarely) two years, but only when the child is socially as well as intellectually mature. In some cases the gifted child is quite immature and makes better progress among children of his own age. But if he is often ahead of the rest of the class, it is obvious that he will have to be kept well supplied with extra work.

Fortunately, these children usually enjoy working on their own or with one companion. In a paper on gifted children published by the psychological service of the West Sussex Education Committee (available from the NAGC) there is a section with suggestions for extended activities for very able children.

It has been found, however, that the gifted child also needs extra help from specialists and a more flexible timetable than other children. As comprehensive schools are becoming more established and less self-consciously egalitarian, there are signs that more of them are realising that there is a place in comprehensive education for the cultivation of excellence, formerly the province of privileged selective schools.

There are state schools in England which have introduced "day release" schemes where children with special talents can have tuition from specialists. At a

primary school in Sheffield there are lunch-hour and after-school classes for pupils who show a precocious talent in music. In one county, some rural schools are co-operating in a scheme to send their gifted children to a centre where they can have extra teaching.

The National Association for Gifted Children works as an advisory body which co-ordinates research about gifted children. The activities it organises do not include school subjects (with the exception of project work in advanced mathematics). But wherever they establish a centre they do valuable work in providing gifted children with out-of-school meetings and summer camps which give them opportunities to meet other children with similar tastes and explore their special interests.

The subjects most regularly chosen by the children for intensive study are atomic power, creative writing, electronics, carpentry, ecology, drama, fossil-hunting, music and philosophy.

Women in majority in 90,000 FE student increase

AN additional 90,000 full-time and part-time students — the majority of them women—enrolled at grant-aided further education establishments in England and Wales in 1971.

While the trend towards full-time and sandwich courses continued, the number released by employers for part-time day courses (day release) fell by 40,000.

There was an increase of 4,000 students on advanced courses but a drop of 18,000 in the number on non-advanced courses leading to recognised qualifications.

These facts are published by the Department of Education and Science in a new volume in the *Statistics of Education* series*. This volume contains figures for students in further education establishments in England and Wales in November 1971, and covers polytechnics, colleges of art, agricultural colleges and other grant-aided major establishments of further education together with evening institutes.

A new feature of the volume is a table showing students in grant-aided FE establishments from 1910 to 1971. Overall numbers have increased from 639,000 in 1910 and 1,312,000 in 1937 to 3,272,000 in 1971.

Over the years there has been a

significant change in type of attendance. Until 1939, 90 per cent of the enrolments were for evening attendance only. Part-time day attendance represented the majority of the remainder, with only 1 or 2 per cent full-time.

Since 1945, evening attendance has shown a slower growth rate, and part-time day attendance now represents over 20 per cent of all students. Full-time and sandwich students together account for about 9 per cent and are growing rapidly.

The numbers of students released by employers for part-time day and block release courses fell in 1971 by 40,387 to 587,505. The greatest reduction was in students from the mechanical engineering (down by 9,008 to 66,846) and construction industries (down by 6,710 to 53,260).

The proportion of women in further education establishments continued to rise in 1971, with an additional 24,000 at major establishments — an increase of 3 per cent over 1970 and 38 per cent in the preceding 10 years. When evening institutes are included, the enrolments of women in all grant-aided establishments were 89,000 more than in 1970; total enrolments were up by 91,000.

On advanced courses leading to recognised qualifications there was an increase of 2,900 women to a total of

9 per cent more than in 1970 and 340 per cent more than in 1961.

The volume also gives statistical details of qualification aims, subjects of study, overseas students, polytechnics, degrees and diplomas, including CNAAs, other examinations and adult education.

* *Statistics of Education 1971, Vol 3, Further Education England and Wales. HMSO. Price £1.90 net.*

1973-74 HERIOT-WATT PUBLIC LECTURES

MR J C STORMONTH DARLING, director of the National Trust for Scotland, will deliver the first of the 1973-74 series of Heriot-Watt University public lectures, which will deal this year with aspects of life in Scotland.

The illustrated lecture, entitled, "The Nation's Heritage and the Work of the National Trust for Scotland", will be delivered at 5.45 pm on Tuesday, October 30, in the university's Mountbatten Building in the Grassmarket. The lecture is open to the public and admission is free.

Other lectures in the series will be given by Dr W S Robertson, executive vice-president of the Scottish Council (Development and Industry), Lord Cameron and Mr Peter Diamond, festival director of the Edinburgh Festival Society.

RESEARCH INTO PROVIDING OVERALL PICTURE OF SECONDARY PUPILS' CAPABILITIES

A NEW form of assessment for secondary school pupils which would provide a comprehensive picture of their non-intellectual as well as of their academic capabilities, is the subject of an ambitious research project on which the Scottish Council for Research in Education produced an interim report this week.

The project is being undertaken by a working party under the chairmanship of Mr A B Russell, rector of Kelso High School, and its remit is, "To consider the form and range of items of information needed to produce, for all secondary pupils, a comprehensive picture of their aptitudes and interests so as to enable responsible guidance staff to give them the best possible advice on future curricular and/or vocational choice and on appropriate social and leisure activities; and offering them a common form of statement, which would be generally comprehensible and which would be available to them when appropriate."

The working party "reckon to assess essential abilities across a range of

subjects and courses", says the report. "Instead of simply assessing work in English, we expect to assess oral comprehension and oral expression separately across the full range of the pupil's subjects and courses; similarly with written comprehension, and with written expression. For each subject, about 12 different abilities are to be assessed."

Three mixed comprehensive schools "with a fairly well established guidance structure" (Forrester, in Edinburgh; Lornhill, in Alloa; and St Margaret Mary's, in Glasgow) are taking part this session in a feasibility scheme which covers their SIII classes so that it can be followed up next year in SIV classes. A pilot exercise is to be conducted with an "adequate sample" of schools in 1974/75.

The three participating schools this session are being asked to complete assessments for all pupils in their third-year classes using a form in three parts, one part of which aims to assess the pupil's achievement over the full range of school activities in three aspects of

his work: knowledge acquired, thinking shown by ability to use the knowledge and originality in approach to the subject.

Another part of the form "is a profile of pupil abilities including receptive and expressive communication skills in speaking, writing and the use of graphic and pictorial materials; the aesthetic domain, both appreciation and production; numerical skills at a rote knowledge level and as used in practice; and gross physical co-ordination and fine motor skills.

"In this section teachers will only be able to make assessments of those abilities they have observed. Most teachers will have opportunity to observe spoken English but not all will have had the same opportunities to assess writing skills or physical co-ordination.

"Teachers are being asked to make assessments in as many areas as possible, even of skills which they do not themselves teach; for example, technical education teachers do not teach arithmetic but are in a good position to observe a pupil's ability to apply his knowledge."

The last part of the form provides for an assessment of non-intellectual aspects of pupils, both work-related aspects such as perseverance, reliability etc and social aspects such as the pupil's relationships with teachers, fellow-pupils and possibly other members of the community.

The report explains that "a second set of forms will be completed by guidance teachers or year-masters or assistant head teachers, collating the data from the group teachers. This reduces each of the continuous assessment entries to one measurement for the year".

A major question remains, says the report, namely, whether external moderation or monitoring will be necessary in order to maintain common standards. "In so far as all schools are comprehensive, this might not be difficult, by methods such as item-banking or common-core testing. One has to weigh the necessity for common national standards against the labour involved; and to enquire how far any mechanism (including single external examination) can really achieve common national standards."

This attempt to devise, in effect, a national alternative to the O grade examination is to be the subject of two articles, the first of which will appear in next week's *Journal*.

(Editorial: from page 844)

assistant principal teacher (guidance), a principal teacher of chemistry and a principal teacher and assistant principal teacher of music as well as two teachers of English/history, two of technical subjects, two of music and one each of mathematics, science, commerce, art, physical education and remedial education.

It must be added that the eight vacancies at Thurso and 16 at Wick are posts which have to be filled in order to meet the staffing standards based on a national average ptr of 15:1 which the Scottish Education Department expects to achieve throughout Scotland as a whole by 1977-78. Nevertheless, the fact is that even promoted posts are proving difficult to fill in a part of Scotland which has hitherto been well supplied with teachers.

Caithness Education Committee are so disturbed about the position that they have agreed to make an immediate approach to the three local housing authorities in the county and to the United Kingdom Atomic Energy Authority asking for housing accommodation to be made available to the education authority either by way of sale or lease. They are also asking the Scottish Education Department for authority to build or purchase houses for teachers for which the local

authorities would be invited to make land available.

The SED still claims confidently that the raising of the leaving age has caused only a temporary check to the improvement of staffing standards and that the shortages will all be remedied within the next two or three years as a result of a continued increase in recruitment, but its supply projections rest on assumptions which are becoming increasingly doubtful. It is true that this year's intake to the colleges exceeded the Department's forecasts, which are based on long-term trends in the numbers of qualified school-leavers and discount economic fluctuations. But economic circumstances may well affect the position more than the Department has allowed for, unless something is done to improve the competitiveness of teaching in relation to other occupations. Moreover, there are signs that the expansion of higher education may now be waning. The Scottish universities have begun their new session this month with hundreds of student places reportedly unfilled. It may be that the universities are losing their old glamour as they cease to be able to guarantee a well-paid job after graduation. So whether one looks at the demand or the supply side of the school staffing equation, the prospects are uncertain but grim.

ADDITIONS TO EIS LIBRARY

THE following books have been added to the library of the Institute in the offices at 46 Moray Place, Edinburgh, where members are invited to inspect the library when they visit Edinburgh. Books are sent to members on request, post free, borrowers paying the return postage.

Armytage, W H: *The German Influence on English Education* (1969); Bartlett, P and Bates E: *Impetus 5 Parts 1, 2 and 3*; Benington, J: *Culture, Class and Christian Beliefs* (1973); Blackstone, T: *A Fair Start—The provision of pre-school education* (1971); Brown, B: *Speak for yourself—the Life of a Speech Therapist* (1971); Brown, M and Precious, N: *The Integrated Day in the Primary School* (Reprint 1970); Burston, W H: *Principles of History Teaching* (Sec Ed 1972); Conway, E S: *Going Comprehensive—A Study of the Administration of Comprehensive Schools* (1970); Cook, A and Mack, H: *The Headteacher's Role* (1971); Dancy, J C: *The Public Schools and the Future* (1963); Dean, J: *Reading, Writing and Talking* (1968); De Bono, E: *Lateral Thinking: A Textbook of Creativity* (1970); Erikson, E H: *Young Man Luther: A Study in Psychoanalysis and History* (1959); Foster, J: *Recording Individual Progress* (1971); Grenville, H W: *Biology of the Individual* (1971); Habgood, J: *Religion and Science* (1964); Hapnal, J: *The Student Trap: A Critique of University and Sixth-form Curricula* (1972); Heritage, R S: *Learning Mathematics* (Bk 1) (Metric edition) (1971); Hoyle, E: *The Role of the Teacher* (1969); Illingworth, Sir Charles: *University Statesman—the story of Sir Hector Hetherington* (1971); Jeffery, G B (Ed): *External Examinations in Secondary Schools: Their place and function* (1958); Jones, A: *School Counselling in Practice* (1970); Jones, H L and R P: *Groundwork of Commerce* (Bk 1) (5th edition 1971); Kent, G: *Projects in the Primary School* (1968); Leigh, T: *ITA in the Classroom* (1967); Lynn, R: *An Introduction to the Study of Personality* (1971); Lytton, H and Craft, M (Eds): *Guidance and Counselling in British Schools—a discussion of current issues* (1969); Morton, J: *Man, Science and God* (1972); Pines, M: *Revolution in Learning* (The Years from Birth to Five) (Rept 1970); Pluckrose, H: *Creative Themes* (A Book of Ideas for Teachers) (Rept 1971); Poster, C: *The School and the Community* (1971); Rance, P: *Record Keeping in the Progressive Primary School* (1971); Richardson, H J: *Adolescent Girls in Approved Schools* (1969); Richardson, K and Spears, D (Eds): *Race, Culture and Intelligence* (1972); Roberts, G R: *Reading in Primary School* (1969); Ross, A S C (Ed): *Arts v Science* (A collection of essays) (1967); Sandstrom, C I: *The Psychology of Childhood and Adolescence* (Rept 1969); Scotland, J: *The History of Scottish Education* (Vols I and II) (1969); Southgate, V: *ITA—What is the Evidence?* (1970); Spiel, O: *Discipline without punishment: an account of a school in action* (Translated by E Fitzgerald) (1962); Sweeting, E: *Beginners Please—working in the theatre* (1971); Thompson, B: *Learning to Read* (A guide for teachers and parents) (1970); Vaughan, M, and Archer, M S: *Social conflict and educational change in England and France 1789-1848* (1971); Warburton, F W and Southgate, V: *ITA—an independent evaluation* (The report of a study carried out for the Schools Council) (1969); Warwick, D: *Team Teaching*

(3rd impt 1973); Watson, T J: *The Education of Hearing-Handicapped Children* (1967); and Williams, A: *Basic Subjects for Slow Learners*.

Scottish Council for Research in Education

A Study of Fifteen-Year-Olds (1970); Craigie, J: A Bibliography of Scottish Education before 1872 (1970); Cruickshank, M: History of the Training of Teachers in Scotland (1970); Powell, J L: Selection for University in Scotland (1973); Roxburgh, J M: The School Board of Glasgow 1873-1919 (1971); and Weir, A D: A Day off Work? The attitudes of craft apprentices to further education (1971).

Scottish Education Department

Consultative Committee on the Curriculum: Modern Studies for School Leavers: suggestions for courses other than those leading to the Scottish Certificate of Education (No 3) (1968); Technical Education in Secondary Schools (Curriculum Paper 10) (1972); Primary Education: organisation for development: a progress report (1971); Moral and Religious Education in Scottish Schools: report of a committee appointed by the Secretary of State for Scotland (1972); and Guidance in Scottish Secondary Schools (1968).

The Scottish Text Society

The Works of Allan Ramsay (Eds A M Kinghorn and A Law) (1972). Other publications include: Aberdeen University Review (2 issues, spring and autumn); The Pilgrim Trust, 39th Annual Report 1969 and 40th Annual Report 1970; and Scottish Art Review, Vol XIII Nos 1-4 (1971-72) and Vol XIX Nos 1 and 2 (1973).

Dictionaries

A Dictionary of the Older Scottish Tongue Part XXIV, METING-MONY (1969); Part XXV, MONY-NATURAL (L 1971); and Part XXVI, NATURAL (L-NYXITOCUM) (1972).

The Scottish National Dictionary: Vol VIII Part I, SAAIN-SELKIRK (1970), Part II, SELKIT-SKAR (1971), Part III, SKARD-SNEETER (1971), and Part IV, SNEETER-STANIRS (1971); Vol IX Part I, STANG-SUN (1972), Part II, SUNTETH (1972), and Part III, TETH-TOWT (1973).

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EIS NOMINEE ON NEW BODY

AMONG the four members appointed by the Secretary of State for Scotland to the new Council for Educational Technology for the United Kingdom, which succeeded the National Council for Educational Technology on October 1, is Mr Nicol MacNicol, head of the engineering department at Barmulloch College of Further Education, Glasgow, and convener of the Further Education Panel of the EIS Education Committee. Mr MacNicol is an Institute nominee to the council.

The other three members appointed by the Secretary of State are Councillor Dr D J Docherty, convener of Glasgow Education Committee; Mr A G Millar, rector of Dunfermline High School; and Mr George Paton, principal of Hamilton College of Education.

Other Scottish members—not appointed by the Secretary of State—are Mr R MacLean, of Glasgow University, who is one of the representatives of university interests, and Mr R B MacLuskie, of the Scottish Film Council, representing bodies responsible for promoting the use of educational technology. The Scottish Education Department's assessor is Mr J G Morris, HM Chief Inspector.

The new council is under the chairmanship of Mr F J Hill, Chief Education Officer-designate for the new Authority of Suffolk.

OPEN UNIVERSITY PILOT PROJECT

AN Open University pilot project to test whether the university's teaching methods are suitable for younger students begins in January with the first intake of students aged between 18 and 21. The previous lower age limit for admission was 21.

About 600 of the younger students will begin their studies in January, the start of the Open University's academic year. Potential Open University students do not need entry qualifications.

IN-SERVICE
TRAINING

Book reviews

In-Service Training: Structure and Content,

edited by Roger Watkins
Ward Lock, boards £2.85; paperback £1.35

In his introduction to this collection of papers on the provision and organisation of in-service training in England and Wales, Lord Boyle pinpoints some of the main problems associated with in-service training.

"The provision for in-service training is still relatively small. Too many of the courses relate to a limited number of 'fashionable' subjects. There are not enough practical courses on topics like school and class organisation. It is often difficult for teachers to obtain release from school in order to attend and their costs are not always fully reimbursed. Too many courses, again, involve travelling a considerable distance from home and the premises are often inadequate."

The 11 papers are all directly concerned with the English situation. However, many of the comments and suggestions might usefully be considered in the Scottish context.

The demise of the title "training college" in favour of "college of education" has a parallel in "in-service training", which, quite justifiably, is being thought more of as "in-service education". Some of the elements in this shift of emphasis away from the "training" aspect are brought out in discussions on the preparation of teachers for changes in knowledge and for changes in techniques of teaching.

The questions of what courses are appropriate for experienced teachers wishing to become better acquainted with their subjects, and what courses give the head teacher a chance to keep up with the latest developments in education, are also reviewed.

On the administrative side, the problem of who is to foot the bill for increased in-service education is analysed, together with a discussion of how the benefits of in-service education might be evaluated.

The organisation of in-service courses involves looking at the rôles of the universities, the colleges of education and the school. School-based in-service courses for the training of the school's own staff and the rôle of the teachers in organising and conduct-

ing in-service courses on a wider front, are two topics which will no doubt receive much more attention in future publications on in-service education.

Some of the practical problems, which are indicated in Lord Boyle's introductory remarks, are tackled by a few of the contributors. The controversial proposal of giving increments to those who attend and complete in-service courses is discussed along with the problem of organising regular release of teachers during the school day to attend courses.

This set of papers provides a useful guide to all the major areas of concern in the field of in-service education. While perhaps not going far enough into the need for some overall co-ordinated approach to eliminate much of the duplication of effort which takes place in the organisation of in-service education, the review does give some insight into how some leading educationists see this important area of any education system developing.

Resource Centres in Colleges of Education (NCET Working Paper 10),

by Richard Fothergill
National Council for Educational Technology, £1.20

There is a growing belief that resource centres in schools represent a new Promised Land. If so, it would seem appropriate for teachers to be educated in colleges which embody this faith in their own resource centres. In this book, Mr Fothergill draws on research he conducted as an NCET Research Fellow on the existing provisions, and gives a personal view of how future developments should proceed.

He discusses the functions of the college resource centre under four headings: information and storage, production services, consultancy and courses. He also makes detailed practical suggestions about the setting-up of a resource centre. Although previous publications on resource centres have covered much of the same ground, it will be convenient for some to find these areas discussed from the college of education viewpoint.

The attitude barriers to resource centre provision are perceptively characterised but no suggestions are made as to how these attitudes can be (or whether they could or should be) changed. Not everyone would accept Mr Fothergill's assumption that students' problem-solving skills are

fostered more by resource-based than by teacher-based learning situations.

1 Comparative Education: Purpose and Method,

by Philip E Jones
University of Queensland Press, Angus and Robertson, £3.50

2 School, College and University — Administration of Education in Australia,

by W G Walker
University of Queensland Press, Angus and Robertson, £4.05

Australia has in recent years attracted a number of educationists from Britain to its expanding educational system. It also looks to Britain, and in particular to England, for educational enlightenment. In "Comparative Education", Brian Holmes of London indicates the theoretical aim of such study as improving our understanding of education and the practical aim of helping administrators with school reform.

This branch of education is still young enough to argue about methodology. Much of the book deals with historical and philosophic aspects which certainly enable the student to achieve perspective and to gain a nodding acquaintance with the well-known authorities from Kandel onwards.

The second book from the same stable is a collection of some 15 papers from a conference on the administration of education. The writers are predominantly Australian and there are some solid criticisms of the system.

Adults in Education,

by Jennifer Rogers
BBC Publications, 80p

An excellent production about teaching and learning in higher education. It is intended to help the young lecturer to become sensitive to his students' needs, to acquire the basic professional skills of communication and to evaluate his success.

Tomorrow at Work,

by Roger Williams
BBC Publications, 45p

A number of authors make interesting if speculative contributions to the likely shape of work patterns in the short-term future. This booklet tries to show the likely impact of current trends and suggests we can determine our future if we are more clearly aware of possible alternatives.

Book reviews

DRAMA and
POETRY

"Regents Renaissance Drama" Series

Jonson: *Catiline*,

edited by W F Bolton and Jane F Gardner
Edward Arnold, £1.80 (boards), 90p (paper)

This is a stoutly bound, finely printed edition of Jonson's tragedy of *Catiline*, a play which has not been popular with critics from Pepys to T S Eliot but which is believed by the present editors to have qualities of language, structure and characterisation integrated and organised into an intellectual totality.

Catiline is not an Aristotelian tragedy: no sympathy is built up for the central character; passages of satire exist alongside passages of high drama; and it crowds its stage with over 30 characters. Yet it has qualities that emerge more clearly in the study than on the stage.

In these days of a great upsurge of interest in drama of all kinds, it is good to have an opportunity to study *Catiline* in a sound text and to have the guidance of such scholars as W F Bolton, of Rutgers University, and Jane F Gardner, of Reading University. In secondary schools where dramatic literature is studied to the highest levels, this edition of *Catiline* will be welcomed.

"Regents Renaissance Drama Series"

Etherege: *She Would if She Could*,

edited by Charlene M Taylor
Edward Arnold, £1.80 (boards), 80p (paper)

She Would if She Could, believed by some critics to be the first new comedy of the Restoration, combining social, romantic, artificial and intellectual strains, was written and produced in 1668, 32 years before the prototype comedy of manners, Congreve's *Way of the World*. Indeed, Etherege in this play anticipates some of the character development in the more mature Restoration comedies. His Sir Oliver Cockwood foreshadows Congreve's Sir Willful. Lady Cockwood is an early draft of Lady Wishfort; and the two heroines, Gatty and Ariana, have a women's lib flavour about them: they have the independence of Beatrice, who came before them, and the flourish of Millamant, who followed them.

The text is carefully edited by Charlene M Taylor, of the University of Arizona, who contributes a very readable and scholarly introduction in

which she stresses the intellectual quality of the play as when she observes, "The reaction Etherege calls for throughout the play, is the intelligent recognition of life's complexity."

Students in the sixth year studying the Restoration period in English literature will find this volume of great interest.

"Regent's Restoration Drama" Series

Dryden: *All for Love*,

edited by David M Vieth
Edward Arnold, £1.80 (boards), 80p (paper)

Dryden's *All for Love* was first produced at Drury Lane in December 1677 and first published as a quarto in March 1678. It has been considered Dryden's masterpiece and was the best known of Restoration dramas, apart from *The Way of the World*. It is strange that some critics should have regarded it as superior to Shakespeare's *Antony and Cleopatra*, on which it is based, for Shakespeare's play has the variety of pace and scene, the vision and poetic power, the high imaginative qualities, the sheer dramatic verve and shape of final scenes that Dryden's play lacks.

Nevertheless, it is important to study this Augustan version of the Antony and Cleopatra story for its economy and polish and for its classical compression. (Its homosexual theme is said to have offended the moral taste of the day.)

Dryden's play deals with the last part of the tragedy: its action is compressed into Aristotle's "single revolution of the sun". It is a classical tragedy after the manner of Corneille, being confined to one indefinite place or *lieu théâtral* — the Temple of Isis. The main quality is intellectual: Dryden's heroic plays are said by the editor to be plays of ideas, not unlike George Bernard Shaw's.

Characterisation is simplified and depersonalised. The verse has a certain power that it owes to interesting image-patterns — navigation, commercial transactions, child life; but the language seems inflexible and formal in comparison with Shakespeare's.

Sixth year studies in dramatic literature might well include an examination of three related Cleopatra plays — Dryden's *All for Love*, Shakespeare's

Antony and Cleopatra, and Shaw's *Caesar and Cleopatra*.

Shetland Tang: *Anthology of Poems and Prose on Theme of Shetland*,

foreword by Laurence Graham
Shetland Times, 30p
This exciting anthology of poems and writings of primary school pupils in Shetland evokes to a remarkable extent the colour and atmosphere of the northern islands. The quality of language whether in English or Shetland is high and the range extensive. Predominating themes like the sea and ships, the legends, the Viking heritage are handled with a freshness that brings them to life.

Frank Walter's illustrations enhance the text, and the final result not only justifies an imaginative educational enterprise but underlines once again the vitality of a new generation of Shetlanders.

A Poetry Chronicle: *Essays and Reviews*,

by Ian Hamilton
Faber and Faber, £1.25

A selection of poetry reviews from periodicals including the *Observer* and *Times Literary Supplement* gives as much insight into the critical idiosyncrasies of Ian Hamilton as it does into the work of the poets under consideration. He is singularly unperceptive on the subject of Ted Hughes and Hugh MacDiarmid, but despite a tendency to pontificate there is an informed and lively approach to most of the other writers.

A Choice of Swinburne's Verse,

selected and introduced by Robert Nye
Faber and Faber, 95p

Robert Nye's selection wisely concentrates mainly on the period when the poet was at the height of his powers. The editor draws on T S Eliot's important papers and stresses the significance of Swinburne's imagery.

Poemcards, Set 1, 2, 3,

by David and Elizabeth Grugeon
Harrap, 75p each set

As in the Macmillan Poetry Cards, the new Harrap Poemcards seek a fresh and stimulating approach to the presentation of poetry in schools. Colourful illustration and varied choice of theme are strong features, and it is refreshing to find Scottish poets included in the selection.

Book reviews

BIOLOGY

Fieldwork in Biology—An Environmental Approach,

by Elizabeth Clark
Macmillan Education Ltd, £1.20

With the present interest in ecology, this book makes a timely appearance. Although designed primarily for CSE and GCE O-grade pupils, it should prove very useful in the teaching of the Scottish O-grade biology course.

A wide range of practical work is covered, suitable for both town and country schools.

Physical Chemistry,

by L H Angus
University Tutorial Press Ltd, £3

This book, although more suited to the English A-level student, provides interesting background reading for the Scottish Certificate of Sixth Year Studies. The chapters of particular interest are those on chemical combination, equilibria in electrolytes, thermochemistry and electro-chemistry.

The Quantum Theory is also well explained in the section entitled, "The Structure of the Atom".

This second edition of the book can be used with pupils of wide-ranging ability in that the text is divided into sections which are marked to show differing levels of difficulty.

SI units are used throughout and although the more familiar nomenclature is used the IUPAC equivalent is to be found in the Appendix.

Multiple-Choice Biology,

by R B Whellock, R Soper and D Robinson
Harrap, 55p

Multiple-choice questions do permit a wide coverage of an examination syllabus in a short paper, but they put a premium on ability to read and think quickly and to reason accurately. Subjective marking, however, is avoided and this book sets out a range of pre-tested questions of various types covering a wide range of biological topics.

We are already familiar with simple completion, classification and multiple completion questions in science test papers. Some structured questions are also included, but the section containing assertion-reason questions is bound to cause some eyebrows to rise.

The authors, who examine for the Cambridge Syndicate, obviously feel that these form an important part of things to come — but pity the poor examinee faced by a question containing some incorrect information from which he has to deduce an answer represented by a single letter!

The authors invite teachers to use their sample answer paper as the basis of a test paper and there is no doubt that the book contains much of value to harassed teachers. A list of answers, available to teachers from the publishers without charge, provides welcome illumination to some questions. The diagrams are small but clear and the 100-or-so pages of questions provide value for money.

Classification of the Animal Kingdom,

English Universities Press/Reader's Digest, £1.35

A re-publication of the classification section of *The Living World of Animals*, this book is intended as a manual for students. Richard Freeman's introduction provides an excellent summary of the principles and current practices of classification.

The wealth of drawings is an aid to identification by students in the laboratory or field, but it does not set out to act as a key for use in this way: the descriptions accompanying the drawings are not in any case intended as anything more than a general note on the appearance and habits of a particular species or group.

As a reference book it would have been more useful had extinct and fossil forms been included while some of the notes suggest a lack of care in their preparation that is not apparent elsewhere: passerines with four front toes are a novel concept.

Introduction apart, it would make very heavy reading, but there is no doubt that it would be useful in or out of school for reference purposes.

The Philosophy of Biology,

by Michael Ruse
Hutchinson, Cased £3.00; Paper £1.85

Professor Ruse assumes little prior knowledge of science and proceeds to discuss philosophical problems arising from advances in evolutionary biology,

genetics and taxonomy of the last 100 years as well as the problem of teleology and the relationship between biology and the physical sciences.

Embryology and the social sciences are, as the author freely admits, largely ignored, but there is a mass of closely argued discussion and a wealth of cross-reference with an extensive bibliography.

A post-Higher or, in years to come, a post-CSYS pupil could do much worse than dabble in a library copy: it would give him or her a much wider understanding and act, perhaps, as a useful antidote to the dogma that has gone before and will come after.

Text Books in Biology; Energy; Human Biology; Nutrition; Response to the Environment; Variety and Continuity of Life,

by N J Baxter et al
Macmillan

45p each; Teachers' Book 25p

This set of booklets will be useful to those preparing for examinations in anatomy, physiology and health as well as biology where short-answer questions form the bulk of the paper. They have been prepared by a group of chief examiners from different boards and each presents about 200 questions grouped either by subject sub-division or question type.

The teachers' book explains that the booklets are intended for multiple use in or out of school: hence the small gaps and instructions to write out the question and answer in some places.

Certainly their convenient size and simulated cloth cover make them suitable for class or homework use, but they are as likely to provide ideas for those teachers who find some difficulty in devising their own questions.

Throughout, the diagrams are small but clear, but it is unfortunate that in some cases they appear on pages other than those that carry the questions to which they relate. The multiple choice questions have either four or five alternative answers, but in some cases the stem needs very careful re-reading if the correct response is to be chosen.

Most questions are, as one might expect, of the simple recall type, but this does not detract from the booklet's overall usefulness.

WIDER SCOPE AT SECOND SCOTTISH AQUARIST FESTIVAL

THE second Scottish Aquarist Festival will be held in the Civic Centre, Motherwell, next Easter. The inaugural festival was held at the centre in April of this year when 2,474 members of the public paid for admission.

Inside the Civic Centre, the public found an exciting display of tropical and cold water fish, both fresh water and marine. Many of the fish were exhibited within some magnificent tableaux which included a massive birthday cake with cleverly executed concrete icing, a model of the Wallace Monument at Stirling, a telephone kiosk, a Punch and Judy show and an art gallery.

In all there were 54 classes with 24 trophies to be won. One of the trophies was awarded to the school with the best furnished aquarium. Such things as fish, plants, rocks and gravel were taken into account. The trophy was awarded to the Aquarist Society at Allan Glen's, Glasgow, with Queen's Park School, Glasgow, a close second.

As a further attraction for schools, the Federation of Scottish Aquarist Societies has decided to widen the scope of school entries in 1974 by establishing an aquatic art section. This would include paintings, models, and, indeed, any art form with an aquatic connection. Suitable awards would be made to the winners.

Any school or teacher interested should contact either Mr James Miller, Vice-President, SFAS, 31 Lochbrowan Crescent, New Cumnock, Ayrshire, or Mr Duncan Fotheringham, Honorary Secretary, SFAS, 23 Royal Park Terrace, Meadowbank, Edinburgh.

NEW SCHEME

A LIMITED number of trained teachers of English from France, Germany, Austria and other European countries are expected to apply for unilateral appointment to schools in Scotland under a new scheme run by the Central Bureau for Educational Visits and Exchanges.

TOO LATE FOR CLASSIFICATION

COUNTY OF LANARK EDUCATION COMMITTEE

Secondary Schools

SENIOR TEACHING APPOINTMENTS

Applications are invited from suitably qualified registered teachers for posts of ASSISTANT HEAD TEACHER (GUIDANCE) in the undernoted secondary schools:

School	Roll		Responsibility payment
	Total	IVth-VIth years	
Wishaw High	1,143	695	£1,092
*Blantyre High	740	153	
*Cambuslang, Trinity RC High	1,201	(IVth year only)	£870
		249	
		(IVth year only)	£1,026

The duties of the posts will be in the field of pastoral care and guidance, social education and personal development.

PRINCIPAL TEACHERSHIPS

Applications are invited from suitably qualified registered teachers for posts of PRINCIPAL TEACHER in the undernoted secondary schools:

School	Roll		Subject	Responsibility payment
	Total	IVth-VIth years		
Six-year schools				
Airdrie, Caldervale High	1,672	521	English	£933
*Lanark Grammar	1,683	554	English	£840
Garrowhill, Bannerman High	1,054	78	Classics	£852
Wishaw High	1,143	695	Modified Courses	£852
Airdrie Academy	1,574	533	Modified Courses	£840
*Motherwell, Our Lady's RC High	1,966	633	Home Economics	£969
*Bothwell, Elmwood RC Secondary	1,015	403	Home Economics	£747
*Coatbridge, Columba RC High	1,942	611	Modified Courses	£969
Four-year schools				
Carlisle High	434	127	English	£324
Carlisle High	434	127	Physical Education	£324
*Hamilton, Earmock High	1,004	200	Modified Courses	£750
East Kilbride High	380	106	Business Studies (temporary appointment)	£420
East Kilbride High	380	106	Modern Languages (temporary appointment)	£420
*Chryston High	370	80	Home Economics	£424
*Motherwell, Braidhurst High	877	249	Mathematics	£495
*Motherwell, Braidhurst High	877	249	Geography	£495
*Motherwell, Braidhurst High	877	249	History	£495
*Shotts, Calderhead High	540	133	Modern Languages	£420
*Hamilton, John Ogilvie RC High	1,258	287	History	£750
*Hamilton, John Ogilvie RC High	1,258	287	Modified Courses	£750
Three-year schools				
*Viewpark, St Catherine's RC Secondary	300	—	Mathematics/ Science	£183
*New Stevenston, St Patrick's RC Secondary	212	—	History, Geography and Modern Studies	£183

ASSISTANT PRINCIPAL TEACHERSHIPS

Applications are invited from suitably qualified registered teachers for posts of ASSISTANT PRINCIPAL TEACHER in the undemoted secondary schools:—

School	Roll		Subject	Responsibility payment
	Total	IVth-VIth years		
*Larkhall Academy	1,578	544	Mathematics	£402
*Larkhall Academy	1,578	544	English	£402
Hamilton Grammar	1,992	823	Physics	£486
Hamilton Grammar	1,992	823	Business Studies	£486
Cambuslang, Cathkin High	1,888	796	Physics	£486
East Kilbride, Claremont High	2,023	858	Physics	£486
East Kilbride, Claremont High	2,023	858	Modern Languages	£486
East Kilbride, Claremont High	2,023	858	Mathematics	£486
East Kilbride, Duncanrig Secondary	1,943	644	Chemistry	£486
East Kilbride, Duncanrig Secondary	1,943	644	History	£486
*Bellshill Academy	1,417	441	Art	£375
*Coatbridge High	1,585	684	Modern Languages	£468
*Hamilton, Holy Cross High	1,918	841	Geography	£486
*Hamilton, Holy Cross High	1,918	841	History	£486
*Hamilton, Holy Cross	1,918	841	Modified Courses	£486
*East Kilbride, St Bride's R.C. High	1,807	667	English	£420
*Coatbridge, St Patrick's R.C. High	1,841	784	History (with special responsibility for Modern Studies)	£486
*Cambuslang, Trinity R.C. High	1,201	249	Mathematics	£375
		(IVth year only)		
*Hamilton, John Ogilvie R.C. High	1,258	287	Mathematics	£375
		(IVth year only)		
*Hamilton, John Ogilvie R.C. High	1,258	287	Home Economics	£375
		(IVth year only)		

* NOTE—These schools have been designated as schools of teacher shortage and consequently, the successful applicants for the posts in these schools will have their basic salaries increased by £200 per annum.

Primary Schools

HEAD TEACHERSHIPS

Applications are invited from suitably qualified registered teachers for posts of HEAD TEACHER in the undemoted primary schools:—

CHAPELHALL P (RP £792)

The present roll of this school is 399 pupils. Chapelhall, situated to the south-east of Airdrie, is 4 miles from that town and 12 miles from Glasgow. Public transport facilities in the area are good.

COATBRIDGE, GARTSHERRIE ACADEMY P (RP £792)

The present roll of this school is 395 pupils. Coatbridge is situated 9 miles from Glasgow and is linked to the City by many good public transport facilities, including an electric train service, the running time for this being 20 minutes.

AIRDRIE, DUNROBIN P (RP £792)

At present there are 375 pupils in this school. Airdrie is situated 12 miles from Glasgow and is linked to the City by good public transport facilities. It is the terminus of an electric train service to the City and beyond (Helensburgh, Milngavie, etc.) and the running time to Queen Street Station in Glasgow is 26 minutes.

STONEHOUSE P (RP £900)

The present roll of this school is 534 pupils. Stonehouse is a small town situated on the A73 Newmains to Kilmarnock road in a beautiful part of the County. It is only about 1 mile from the main Glasgow to Carlisle road and has bus links with Larkhall, Hamilton, Glasgow and Strathaven.

ASSISTANT HEAD TEACHERSHIPS

Applications are invited from suitably qualified registered teachers for posts of ASSISTANT HEAD TEACHER in the undemoted primary schools:—

School	Class Division Of School	Responsibility Payment
oLarkhall, Hareleeshill Primary	P1-P3	£360
oCarluke, Law Primary	P1-P3	£273
oShotts, Stane Primary	P4-P5	£318

oCandidates for these posts should hold, or under the Training Regulations be deemed to hold, a Teaching Qualification (Primary Education) with a special qualification to act as an infant mistress or infant teacher.

Special Schools

PRINCIPAL TEACHERSHIPS

Applications are invited from suitably qualified registered teachers for posts of PRINCIPAL TEACHER, as shown, in the undemoted special schools. Applicants should hold a special qualification to teach mentally and physically handicapped pupils. Preference will be given to candidates with previous experience in special school work.

Special school	No of pupils over the age of 12 years	Subjects	Responsibility payment
**Hamilton, Auchinraith Special	95	General Subjects	£183
**Bargeddie, Drumpark Special	111	General Subjects	£183
Bargeddie, Drumpark Special	111	Home Economics	£183
Cambuslang, Dalton Special	82	Home Economics	£183

NOTE—**Applicants for these posts should have qualifications in the English/History/Geography or the Mathematics/Science fields.

IF REQUIRED, IT MAY BE POSSIBLE TO GIVE ASSISTANCE IN SOME CASES IN THE MATTER OF HOUSING.

BASIC SALARIES WILL BE IN ACCORDANCE WITH THE SCOTTISH TEACHERS' SALARIES MEMORANDUM 1973.

FORMS OF APPLICATION MAY BE OBTAINED FROM THE UNDERSIGNED AND SHOULD BE RETURNED BY MONDAY, NOVEMBER 19, 1973.

County Buildings,
Hamilton, ML3 0AE.

JOHN S. McEWAN,
Director of Education and Depute County Clerk.

COUNTY OF LANARK EDUCATION COMMITTEE

JOHN OGILVIE RC HIGH SCHOOL, HAMILTON

Applications are invited from suitably qualified registered teachers for the post of

RECTOR

in this four-year comprehensive secondary school with a roll of 1,258 pupils, including 287 in the IVth year.

The school opened as a three-year secondary school in 1958 and became a four-year school six years later. It is due to be raised in status to a five/six-year school from the beginning of session 1976/77, the first comprehensive intake having been admitted in August 1972.

Until all the necessary additional accommodation is available within the precincts of the school, the former Greenfield School premises (½ mile away) are being used as an annexe to meet the present increase in the roll. A first phase extension on the school's site is in the current building programme. Basic salary will be in accordance with the Scottish Teachers' Salaries Memorandum, 1973. The responsibility payment is meantime £2,568 per annum.

Forms of application may be obtained from the undersigned and should be returned by Monday, November 19, 1973.

County Buildings,
Hamilton, ML3 0AE.

JOHN S McEWAN,
Director of Education
and Depute County Clerk.

COUNTY OF LANARK EDUCATION COMMITTEE

CALDER HOUSE ASSESSMENT CENTRE, BLANTYRE

Applications are invited from suitably qualified registered teachers for the following posts at this Centre, viz:

ASSISTANT TEACHER (two posts)

Calder House is run by the County Social Work Department as a short term residential unit for pupils recommended by Children's Panels and other agencies. The work is mainly of a remedial and evaluative nature for primary and secondary boys and girls.

Applicants should have an interest in pupils who have educational difficulties allied to other problems. Extra-curricular involvement will be necessary. Teachers will work in close association with the Child Guidance Service in connection with the needs of individual pupils and participate in Case Conferences with the Social Work Department which will be held regularly.

Salary will be in accordance with the Scottish Teachers' Salaries Memorandum, 1973, and will include the additional payment provided for in the Memorandum for remedial teaching.

Forms of application may be obtained from the undersigned and should be returned by Monday, November 19, 1973.

County Buildings,
Hamilton, ML3 0AE.

JOHN S McEWAN,
Director of Education
and Depute County Clerk.

DUMFRIES TECHNICAL COLLEGE

SENIOR TEACHER (Commerce Department)

Applications are invited from two suitably qualified and experienced teachers for the above Grade I post.

The successful applicant will assist the Head of the Department in the supervision and organisation of the Department which offers the following SCOTBEC courses:

Secretarial Studies at all levels.
SNCBS.
SNCPA.
CBA.

In addition, classes leading to NEBSS and CGLI Work Study Examinations are offered. It is expected that HND in Secretarial Studies and in Business Studies will be operative in session 1974/75.

Applicants should either:

- (a) hold a promoted post in further education in one of the above fields; or
- (b) be an experienced teacher of Secretarial Studies.

Basic salary scale (Grade 1 post): £1,821-£3,201 per annum.

Supplement for teaching qualification: £117 per annum.

Responsibility allowance: £765 per annum.

Further information and application forms may be obtained from the Director of Education, Education Offices, 27 Moffat Road, Dumfries, DG1 1NW, to whom completed forms should be returned by Thursday, November 15, 1973. Please quote ref 2776/4.

County Buildings,
Dumfries.

LESLIE T CARNEGIE,
County Clerk.

DUMFRIES COUNTY COUNCIL

CLASSIFIED ADVERTISEMENTS

ABERDEEN COUNTY COUNCIL Education Committee

Applications for the following post are invited from registered teachers with the appropriate qualifications:

CORRECTED ADVERTISEMENT ASSISTANT HEAD TEACHER (Primary school)

ELLON PRIMARY SCHOOL (Primary I/III)

Roll 469. Responsibility payment £318 per annum. Situation—approximately 17 miles north of Aberdeen. Particulars of post and of financial assistance with house purchase are available.

Applicants must lodge two copies of form of application (to be had on request) with the undersigned at 22 Union Terrace, Aberdeen, AB9 1HJ, on or before November 9, 1973.

JAMES A D MICHIE,
Director of Education.

CORPORATION OF THE CITY OF ABERDEEN

Applications are invited from registered teachers for the post of **Head Teacher** at the HOLY FAMILY ROMAN CATHOLIC PRIMARY SCHOOL. Applicants will require to satisfy the Roman Catholic Church authorities with regard to religious belief and character. Salary in accordance with the Scottish Teachers' Salaries Memorandum. Responsibility payment £366 per annum. Forms of application, from the Director of Education, St Nicholas House, Broad Street, Aberdeen, AB9 1AG, should be lodged with him, in duplicate, by November 14, 1973.

J F WATT,
Town Clerk.

CORPORATION OF THE CITY OF ABERDEEN

Applications are invited from suitably qualified graduates having experience in a promoted post in a further education establishment, for the post of **Head of Department of General Studies** in ABERDEEN COLLEGE OF COMMERCE. The Department, catering for male and female students, is responsible for Liberal Studies throughout the college, for SCE courses in History, Geography, Modern Studies and courses in Public Administration.

Salary in accordance with the Scottish Teachers' Salaries Memorandum. Responsibility payment £978 per annum. Forms of application, from the Director of Education, St Nicholas House, Broad Street, Aberdeen, AB9 1AG, should be lodged with him, in duplicate, by November 23, 1973.

J F WATT,
Town Clerk.

CORPORATION OF THE CITY OF ABERDEEN**RE-ADVERTISEMENT**

Applications are invited from registered teachers for the post of **Assistant Head Teacher** at KINCORTH ACADEMY. Salary in accordance with the Scottish Teachers' Salaries Memorandum. Responsibility payment £1,158 per annum. Forms of application, from the Director of Education, St Nicholas House, Broad Street, Aberdeen, AB9 1AG, should be lodged with him, in duplicate, by November 14, 1973.

J F WATT,
Town Clerk.

**BANFF COUNTY COUNCIL
EDUCATION COMMITTEE**

Applications are invited from suitably qualified, registered teachers for the following posts:

BANFF ACADEMY (Roll 1,286)

Assistant Principal Teacher of Technical Subjects

Responsibility allowance £426.

KEITH GRAMMAR SCHOOL (Roll 880)

Principal Teacher of Physical Education (female)

Responsibility allowance £747.

This post will possibly be of limited duration but should this arise the successful applicant will be offered employment in another school.

Canvassing will disqualify.

Application forms are available from the undersigned, to whom they should be returned by Friday, November 23, 1973.

J K PURVES,
Director of Education.

Education Offices,
Keith, AB5 3EJ.

**SEJ LEADS IN EDUCATION
ADVERTISING****AYR COUNTY COUNCIL
EDUCATION COMMITTEE**

Applications are invited from registered teachers for the following posts of responsibility.
(RP=Responsibility payment).

Assistant Principal Teacher of Modern Languages—GIRVAN ACADEMY—A fully established six-year comprehensive school. Roll 736, of which 271 are in the fourth and later years. RP £276 per annum.

Temporary Post of Assistant Principal Teacher of Science—SACRED HEART HIGH SCHOOL, GIRVAN—A fully established six-year comprehensive school. Roll 203, of which 69 are in the fourth and later years. RP £168 per annum.

Principal Teacher of History—CARRICK ACADEMY, MAYBOLE—A fully established six-year comprehensive school. Roll 798, of which 220 are in fourth and later years. RP £612 per annum.

Principal Teacher of Biology—AUCHINLECK ACADEMY—A developing six-year comprehensive school. Present roll 1,299, of which 241 are in fourth and later years. RP £630 per annum.

Assistant Principal Teacher of Pre-Nursing—CUMNOCK ACADEMY—Teaching qualification (secondary education) with qualification to teach Anatomy, Physiology and Health. A fully established six-year comprehensive school. Roll 1,438, of which £23 are in fourth and later years. RP £420 per annum. An additional £200 per annum is payable, too, as this is a designated school.

Assistant Principal Teacher of English—ST JOSEPH'S RC ACADEMY, KILMARNOCK—A fully established six-year comprehensive school. Roll 952, of which 268 are in fourth and later years. RP £276 per annum.

Assistant Principal Teacher of English—AUCHENHARVIE ACADEMY, STEVENSTON—A fully established six-year comprehensive school. Roll 1,104, of which 300 are in fourth and later years. RP £315 per annum.

(For above post Teaching Qualification Secondary Education)

Assistant Head Teacher (Younger Children)—AUCHINLECK PRIMARY SCHOOL—Roll 567. RP £360 per annum.

Assistant Head Teacher (Younger Children)—NEWMILNS PRIMARY SCHOOL—Roll 357. RP £318 per annum.

Assistant Head Teacher (Younger Children)—ST WINNINGS RC PRIMARY SCHOOL, KILWINNING—Roll 286. RP £273 per annum.
(For above three posts Teaching Qualification (Primary or Secondary Education) with Infants Mistress Endorsement or the Special Qualification as an Infant Teacher).

Housing can be made available in some areas. Application forms are obtainable from the Director of Education, County Buildings, Ayr, to whom they should be returned within 10 days of the appearance of this advertisement. Canvassing disqualifies.

AYR
COUNTY COUNCIL

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NUMBER**

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6244

SCHOOL RADIO PRODUCER in EDINBURGH

Duties: Planning and production of a radio series for younger children (age 7-9) in Scottish schools. Offering scope for the imaginative use of radio in stimulating creative activities in language, art and environmental studies. Commissioning writers and editing scripts; preparation of teachers' notes and pupils' pamphlets.

Essential qualifications: Experience of teaching this age range; knowledge of modern primary school practice and sound knowledge of Scotland.

Desirable qualifications: Experience in dramatic and imaginative methods of presentation; appreciation of techniques of radio; creative ability; interest in writing.

Salary: £2,847 per annum (may be higher if qualifications exceptional) x £135/£156 to £3,903 per annum plus £195 per annum non-day working allowance.

Write or telephone now for an application (enclosing addressed foolscap envelope and quoting reference 73.G.931 SEJ) to Appointments Department, BBC, London, W1A 1AA. Tel 01-580 4468 extension 4619.

BBC SCOTLAND



**City of
Edinburgh**

EDUCATION DEPARTMENT

Applications are invited from suitably qualified, registered teachers for the following posts:

SECONDARY SCHOOLS

PROMOTED POSTS

Assistant Principal Teachers

Castlebrae—Outdoor Education.
Responsibility allowance £402.
Craigroyston—Outdoor Education.
Responsibility allowance £420.

TEACHING POSTS

Ainslie Park—Art.
Castlebrae—Remedial Education.
James Gillespie's—Remedial Education.
St Augustine's RC—Remedial Education.
Trinity Academy—Music.

Salaries in accordance with the Remuneration of Teachers (Scotland) Amendment Order 1973.

Candidates should specify for which post they wish to apply.

Application forms are available from Director of Education, St Giles Street, Edinburgh, EH1 1YW, and should be returned not later than Friday, November 16, 1973. Teachers in the permanent service of this Authority should quote the reference "P" on their letter of application.

TEACHING POSTS

Applications are invited from registered teachers for the following posts:

LOCKERBIE ACADEMY

Assistant Principal Teacher of English

The school is an entirely modern six-year comprehensive, with a roll of 885. Ample opportunity exists for SCE work for a suitable applicant. The present responsibility element of salary is £305 per annum.

MAXWELLTOWN HIGH SCHOOL

Assistant Principal Teacher of Mathematics

The school is a four-year secondary, with a roll of 942, comprising one half the lower tier of a two-tier system of secondary education in Dumfries burgh. It is fully comprehensive for the first two years. The responsibility element of salary is £264 per annum. The school itself is entirely modern.

DUMFRIES HIGH SCHOOL

Teachers of Mathematics, Biology, Art and Music

The school is a four-year secondary with a roll of over 1,000, comprising the other half of the two-tier system mentioned in the Maxwelltown vacancy above. Ample opportunity exists for interesting work both with SCE and non-certificate pupils.

Application forms and further information may be obtained from the Director of Education, Education Offices, 27 Moffat Road, Dumfries, DG1 1NW, and should be returned to him by November 19, 1973.

LESLIE T. CARNEGIE,
County Clerk.

County Buildings,
Dumfries.

DUMFRIES COUNTY COUNCIL

COUNTY COUNCIL OF DUNBARTON

Applications are invited from suitably qualified teachers for the undernoted posts:

KIRKINTILLOCH HIGH SCHOOL, KIRKINTILLOCH

Principal Teacher of Chemistry

Responsibility payment £693.

Applicants for the undernoted post should preferably be approved as regards religious belief and character by the Roman Catholic Diocesan Board of Education.

ST PATRICK'S RC (BOYS') HIGH SCHOOL, DUNBARTON

Principal Teacher of Technical Subjects

Responsibility payment £693.

Application forms may be obtained from the Director of Education, County Council Offices, Dunbarton, to whom they should be returned by November 14, 1973.

**All the best in the
JOURNAL**



FIFE COUNTY COUNCIL

EDUCATION COMMITTEE

Applications are invited for the following posts from REGISTERED TEACHERS with the appropriate qualifications:

ST ANDREWS, MADRAS COLLEGE

Assistant Rector

Responsibility element £1,131.

DUNFERMLINE, ST COLUMBA'S RC HIGH SCHOOL

Principal Teacher of Mathematics

Responsibility element £750.

Principal Teacher of Geography

Responsibility element £750.

Catholic candidates must be approved as to religious belief and character by the Roman Catholic Church authorities. Non-Catholic candidates may apply.

GLENROTHES, AUCHMUTY HIGH SCHOOL

Teacher of Mathematics

Application forms may be obtained from the Director of Education, County Offices, Wemyssfield, Kirkcaldy, to whom completed forms should be returned not later than November 16, 1973.

JAMES M DUNLOP,
County Clerk.



CORPORATION OF GLASGOW

EDUCATION DEPARTMENT

CAREERS SERVICE

Applications are invited from suitably qualified persons for the following posts:

- (a) SENIOR CAREERS OFFICER, Grade AP "D" £2,373-£2,625
- (b) DEPUTY SENIOR CAREERS OFFICER, Grade AP "D" £2,373-£2,625
- (c) CAREERS OFFICER, Grade AP "B/C" £1,977-£2,454
- (d) TRAINEE CAREERS OFFICER, Grade HC II £1,644-£1,869

Applicants for post (a), (b) and (c) should hold the Diploma of the Youth Employment Service Training Board or equivalent. For post (d) — applicants should have a degree or a Social Science Diploma or have held a responsible post dealing with recruitment and training of young workers and will be required, provided their services, after appointment, are satisfactory, to undergo a full-time training course at the University of Strathclyde, or other approved centre, to qualify as a Careers Officer.

Application forms and further particulars may be obtained from the Principal Careers Officer, Education Offices, Careers Service Head Office, 25 Bothwell Street, Glasgow, G2 6NR, to whom applications must be

KEIL SCHOOL, DUMBARTON

A Graduate Master is required January 1974 to teach FRENCH to Scottish Higher Grade or GCE A level. It would be helpful if Master could also offer some English.

A Graduate Master also required January 1974 to teach MATHEMATICS and some Science.

For both appointments ability to

assist with games or Duke of Edinburgh's Award activities an asset. Salaries in accordance with Scottish Teachers' Salaries Memorandum with responsibility allowances. Accommodation available for bachelors.

Applications, together with a statement of qualifications and the names of two referees, should be submitted to the Headmaster, Keil School, Dumbarton, G82 4AL.



THE CORPORATION OF GLASGOW

EDUCATION DEPARTMENT

LAWMUIR RESIDENTIAL SCHOOL, JACKTON, BY EAST KILBRIDE

(Residential School for Maladjusted Children of Secondary Age)

VACANCY FOR A TEACHER

There is a vacancy for a Teacher in the above-named residential school. Applications for appointment are invited from registered teachers who hold a teaching qualification (secondary education). Experience or qualifications in the teaching of maladjusted or handicapped children will be an advantage but are not essential. Teachers interested in extra-curricular activities, eg Music, Physical Education, Technical Subjects, etc., will be especially welcome. The school, which is an integral part of the Glasgow Child Guidance Service, is situated in pleasant surroundings, approximately 10 miles from Glasgow, and has accommodation for 40 children. The post is residential and free board and lodging is provided. The standard of accommodation is high.

Holidays are the same as for schools in the city and in addition to regular weekly periods of free time for teachers, there are arrangements for long weekend leave at regular intervals. Travel allowances are given and in addition to basic salary, which is in accordance with the current Scottish Teachers' Salaries Memorandum, there is an allowance for teaching in special classes (£210 for teachers who hold an appropriate special qualification; £81 for others), together with a residential payment of £261* per annum (non-supernuable), in respect of supervisory duties undertaken outwith normal school hours.

Forms of application may be obtained from J T Bain, Director of Education, 129 Bath Street, Glasgow, G2 2SY (telephone 041-221 9600 extension 3070), to whom they should be returned as soon as possible.

Further information may be had from the Principal Psychologist, Central Child Guidance Clinic, 194 Renfrew Street, Glasgow, G3 6TX (telephone 041-332 4137/8), who would be pleased to answer enquiries.

* At present under review.

INVERNESS COUNTY COUNCIL

EDUCATION COMMITTEE

Applications are invited from suitably qualified and registered teachers for the following posts:

INVERNESS ROYAL ACADEMY

Principal Teacher of Music

Responsibility payment £714.

MILLBURN SECONDARY SCHOOL, INVERNESS

Principal Teacher of Physics

Responsibility payment £633.

Assistant Principal Teacher of Physical Education

Responsibility payment £318.

Teachers of Science—Three posts

Qualification in Physics/Chemistry

Teacher of English with interest in Drama

Teacher of Business Studies

INVERNESS HIGH SCHOOL

Teacher of Science

LOCHABER HIGH SCHOOL, FORT WILLIAM

Teacher of History

SCALPAY JS SCHOOL, ISLE OF SCALPAY, HARRIS

Teacher of English

Remote area payment £180.

Forms of application and further particulars from Director of Education, County Buildings, Inverness, with whom completed forms should be lodged not later than November 12, 1973.

JORDANHILL COLLEGE SCHOOL

45 CHAMBERLAIN ROAD, GLASGOW, G13 1SP

Applications are invited from suitably qualified, registered teachers for the post of **Teacher of Mathematics**. The successful candidate will be expected to prepare candidates for the O and H grades of the SCE.

Letters of application should reach the Headmaster at the above address by Wednesday, November 14.

KINCARDINE COUNTY COUNCIL EDUCATION COMMITTEE

Applications are invited for the undernoted post:

MACKIE ACADEMY, STONEHAVEN (Six-year comprehensive secondary school with a roll of approximately 1,170 pupils)—**Assistant Teacher of Mathematics**; ordinary or honours graduate; SCE work available to a suitably qualified candidate.

Application forms, obtainable from the undersigned, should be returned to the Education Office, Stonehaven, AB3 2DQ, not later than Monday, November 19, 1973.

B. B. SMITH,
Director of Education.

MIDLOTHIAN COUNTY COUNCIL ESK VALLEY COLLEGE**Teacher of Secretarial Studies**

Applications are invited from holders of a Diploma in Commerce having experience of teaching Secretarial Practice, Shorthand and Typewriting.

Salary: Ordinary degree or diploma £1,551-£2,727 with an additional £117 a year for an approved teaching qualification.

Forms from Director of Education, New County Buildings, George IV Bridge, Edinburgh, EH1 1HQ, to whom they should be returned by Friday, November 16, 1973.

MIDLOTHIAN COUNTY COUNCIL

CRAIGSHILL HIGH SCHOOL, LIVINGSTON

1—Assistant Head Teacher

Woman or man.

Responsibility allowance £870.

2—Principal Teacher Social/Guidance/Leisure

Woman or man (two posts).

Responsibility allowance £549.

Applications are invited from registered teachers.

Names and addresses of two referees required. Canvassing disqualifies. Forms from Director of Education, New County Buildings, George IV Bridge, Edinburgh, EH1 1HQ, to whom they should be returned by Friday, November 16, 1973.

Housing may be available to successful applicants for posts in Livingston.

It is intended that the duties of the assistant head teacher be concerned mainly with curriculum.

JOINT COUNTY COUNCIL OF MORAY AND NAIRN EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the undernoted posts:

ELGIN ACADEMY

Music (SCE work available)

LOSSIEMOUTH HIGH SCHOOL

English**Commerce****Latin or Latin/English**

The Latin post includes SCE work and a suitable applicant may be considered for the post of Assistant Principal Teacher of Guidance, responsibility payment £210.

Application forms may be obtained from the Director of Education, Education Offices, Academy Street, Elgin, and should be returned by Monday, November 19.

JOINT COUNTY COUNCIL OF MORAY AND NAIRN EDUCATION COMMITTEE

Applications are invited from suitably qualified and experienced teachers for the undernoted posts:

LOSSIEMOUTH HIGH SCHOOL

Principal Teacher of English**Principal Teacher of Guidance (female)**

Responsibility payment in each case £420 meantime.

NAIRN ACADEMY

Principal Teacher of French/German**Principal Teacher of Guidance (female)**

Responsibility payment in each case £474 meantime.

Both the above schools are fully comprehensive secondary schools and in both increased rolls will lead to a revision of responsibility payments.

Application forms and further details may be obtained from the Director of Education, Education Offices, Academy Street, Elgin, and should be returned by Monday, November 19.

STRANMILLIS COLLEGE, BELFAST

Principal: JAMES POMFRET, MA, BSc, MEd

Stranmillis College is a college of education of 1,200 students who are preparing to teach in nursery, primary and secondary schools through the Certificate (three years), BEd Degree (four years) and Post-Graduate (one year) courses. The college is non-denominational: there is no religious test.

The college is pleasantly situated in an attractive wooded estate of some 45 acres, in a quiet residential neighbourhood on the southern outskirts of the city of Belfast. New building projects to the value of £2½ have been completed in the last six years.

Applications are invited for appointment as

CHAPLAIN

at Lecturer grade on the academic staff, with one-third of a lecturer's time-table in one of the departments of the college. The appointment will be for a period of three years in the first instance.

Salary:

Lecturer scale—£2,153 to £2,958 per annum.

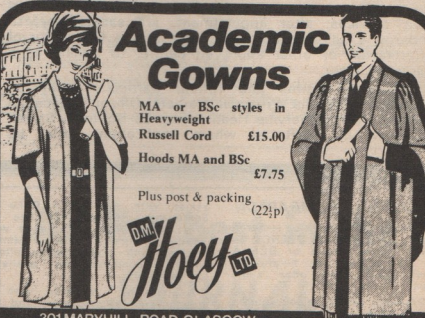
Initial placing dependent upon experience and present salary.

Assistance with removal expenses from outside Northern Ireland.

Application forms and further information about the college and the appointment may be obtained from:

The Secretary,
Stranmillis College,
Belfast, BT9 5DY.

Applications should be received not later than November 19, 1973.



Academic Gowns

MA or BSc styles in Heavyweight	£15.00
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also from 480 VICTORIA ROAD GLASGOW

EDUCATION COMMITTEE OF THE COUNTY OF STIRLING

FALKIRK HIGH SCHOOL

Applications are invited from suitably qualified registered teachers for the post of **Depute Rector** at Falkirk High School. The responsibility payment is meantime at the rate of £1,365 per annum.

Falkirk High School is a fully comprehensive six-year-school with a roll meantime of approximately 1,030 pupils.

Intending applicants may seek full details of the post from the Rector of the school.

Application forms are available from the subscriber, to whom completed forms should be returned not later than November 16, 1973.

JAMES S MELDRUM,
Director of Education.

Room 205,
County Offices,
Viewforth, Stirling.

WIGTOWNSHIRE EDUCATION COMMITTEE

STRANRAER ACADEMY

(Six-year comprehensive school—Roll 1,532)

Applications are invited from suitably registered teachers for the post of **Principal Teacher of Modern Languages** in the above school. The responsibility allowance is £840.

Housing may be available with this post.

Further details and a form of application may be obtained from the undersigned and should be returned to the Education Offices, Stranraer, within a fortnight of the appearance of this advertisement.

DOUGLAS G GUNN,
Director of Education.

Education Offices,
10 Market Street,
Stranraer, DG9 7RG.

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Journal, 46
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Teaching

In West Lothian, the county that takes pride in its modern schools, good equipment—and its teachers!

Applications are invited from suitably qualified and registered teachers for the undernoted promoted posts:

KIRKHILL PRIMARY SCHOOL, BROXBURN

Post of Assistant Head Teacher (Early Education)

Responsibility payment £360.

This semi-open-plan school, which was designed in conjunction with the Scottish Education Department, offers opportunities for a forward-looking Assistant Head Teacher (Early Education). Roll 490 (14 classes). Head Teacher Miss J B Blackadder (tel Broxburn 3821).

KNIGHTSRIDGE PRIMARY SCHOOL, LIVINGSTON

Post of Assistant Head Teacher (Early Education)

Responsibility payment £274 (initially).

This semi-open-plan school, which is being built to accommodate 560 pupils, is expected to open in January 1974 with a small roll initially but gradually increasing. The post offers opportunities for a forward-looking Assistant Head Teacher (Early Education) and the successful applicant will take up duty as soon as possible to be involved in the preparation for the opening of the school. Head Teacher—Mr H Cockburn (tel 031-331 1447).

Application forms, obtainable from the Director of Education, County Buildings, Linlithgow, should be returned not later than November 21, 1973. Canvassing, direct or indirect, disqualifies.

A SINCLAIR,
Director of Education.

County Buildings,
Linlithgow, EH49 7HB



West Lothian

EDUCATION COMMITTEE OF THE COUNTY OF STIRLING

Applications are invited from registered teachers for the following promoted posts:

School	Post	Responsibility payment
CAMELON HIGH	Principal Teacher of Business Studies and Economics	£324
DENNY HIGH	Assistant Rector Principal Teacher of Guidance/Administration	£363 £693
GRAEME HIGH	Assistant Rector Principal Teacher of Guidance (with responsibility for S 5 and S 6)	£1,026 £750
LARBERT HIGH	Principal Teacher of Guidance	£750
WALLACE HIGH, STIRLING	Assistant Rector Principal Teacher of Guidance Assistant Principal Teacher of English	£1,062 £804 £402

Preference will be given to Roman Catholic teachers in respect of the following posts:

ST MODAN'S RC HIGH, STIRLING	Assistant Rector (Upper School) Assistant Principal Teacher of Guidance	£1,062 £402
	Assistant Principal Teacher of Guidance/Careers (Lady)	£402
* ST MUNGO'S RC HIGH, FALKIRK	Assistant Rector Principal Teacher of Guidance	£363 £693

* This is a designated school and meantime teachers are paid an annual addition of £200 to their normal salaries.

Intending applicants may seek full details of these posts from the Rectors of the schools concerned.

Application forms are available from the undersigned, to whom completed forms should be returned not later than November 16, 1973.

JAMES S MELDRUM,
Director of Education.

Room 205,
County Offices,
Viewforth,
Stirling.

EDUCATION COMMITTEE OF THE COUNTY OF STIRLING

Applications are invited from registered teachers for the following posts:

SECONDARY SCHOOLS

- CAMELON HIGH, FALKIRK
Art, Business Studies, Remedial, Science, Technical Subjects.
- DENNY HIGH
Biology, Chemistry, Technical Subjects.
- GRAEME HIGH, FALKIRK
Business Studies, Physical Education (lady).
- KILSYTH ACADEMY
Art, Mathematics, Remedial, Technical Subjects, Home Economics, Modern Languages, Physical Education (lady).
- HIGH SCHOOL OF STIRLING
Mathematics, Physics.
- WALLACE HIGH, STIRLING
Business Studies, Mathematics.
- WOODLANDS HIGH, FALKIRK
English, Classics, French, Science, Physical Education (male).
- ST MODAN'S RC HIGH, STIRLING
Business Studies, English, Modern Languages, Classics, Music.
- *ST MUNGO'S RC HIGH, FALKIRK
Business Studies, English, History, Geography, Physical Education (male).
- ST PATRICK'S RC HIGH, KILSYTH
Mathematics, Music, Technical Subjects.

* This is a designated school and meantime teachers are paid an annual addition of £200 to their normal salaries.

PRIMARY SCHOOLS

There are a number of vacancies still unfilled in the county. Application forms are available from the undersigned, to whom completed forms should be returned not later than November 16, 1973.

JAMES S MELDRUM,
Director of Education.

Room 205,
County Offices,
Viewforth,
Stirling.

Courses

NOTRE DAME COLLEGE OF EDUCATION

MALADJUSTMENT IN SCHOOL CHILDREN (January 8, 1974-March 15, 1974)

This 10-week full-time course offered in association with Notre Dame Child Guidance Clinic will be held in the college's Downhill premises. It has been designed for teachers who already hold a qualification in Special Education but on this occasion is also open to other registered teachers with suitable experience.

The course comprises lectures, discussion groups, workshop sessions and individual research in addition to school visits and a three-week period of school practice.

The number of places is limited to 10 and acceptance is conditional upon nomination by the employing authority by December 8, 1973.

Further particulars and application forms may be obtained from

The Vice Principal (In-Service Training)
Notre Dame College of Education,
Bearsden, Glasgow.

ABERDEEN COLLEGE OF EDUCATION

In-Service Training: 1973-74

The following full-time course — approved as an "open" course by the National Committee on In-Service Training—is being offered at Easter 1974:

"PRACTICAL SEAMANSHIP: A FULL-TIME COURSE FOR TEACHERS OF NAUTICAL SUBJECTS"
March 30 to April 14, 1974.

This course, which will be mounted by Robert Gordon's Institute of Technology in association with Aberdeen College of Education, will be held at sea, aboard the schooner "Robert Gordon"; and it is envisaged that it may be of interest to those who teach sailing as a minority-time pursuit as well as to teachers of Nautical Subjects.

Enrolment is by nomination of education authorities. Further information may be obtained from:

The Assistant Principal (In-Service Courses),
College of Education,
Hilton Place, Aberdeen, AB9 1FA.
Telephone No 42341

The closing date for receipt of applications is
JANUARY 21, 1974.

Named seeds, seedlings and transplants of all commercially grown conifer and broadleaved trees. For example — Eight different, named, 6 inch conifers 55p. Stocklist and instructions free. Harper, Nursery, Aboynae, Aberdeenshire.

**Your
education
weekly**



the scottish educational journal

Volume 56 Number 37 2 November 1973 Price 4p



The picture above was taken and developed by a third-year pupil at the new St Mary's School for the Deaf, in Glasgow, which was formally opened last week. The school, which has a roll of 60 severely deaf pupils ranging in age from three to 16, is one of the most advanced of its kind in Britain.

(See page 849)

the scottish educational journal

Official Organ of the Educational Institute of Scotland

2 November 1973

845	ANOMALY	Government concedes unfairness to teachers retiring this year.
846	WAR SERVICE	Institute renews efforts to secure concessions.
847	TRAINING	Refresher courses for all " within next few years ".
848	YOSSARIAN	One in 10 children in Scotland is disadvantaged.
851	GIFTED CHILD	Upsurge of interest in England about special needs.
853	ASSESSMENT	Researching an alternative to the O grade.
854	EIS LIBRARY	List of new titles available to borrowers.

EVEN NORTH-EAST UP AGAINST IT

SINCE the Journal reported last week that so far more than 30 schools representing upwards of 1,000 teachers had responded to the request by the Institute for details of excessive demands on staff resulting from shortages of teachers and/or accommodation, the number of complaints has escalated. A great many more schools and teachers have now invoked the help of the Institute in obtaining relief from unreasonable working conditions. Office-bearers of the Institute, who have been dealing with the reports as they came in and have taken preliminary action on them, reported on this action to the Executive at its meeting in Edinburgh last weekend. In most cases arrangements have been made for officials of the Institute or its field officers or Council members to visit the school and obtain further information. In other cases, the problems have been taken up immediately with the director of education. The office-bearers have also drawn up a set of general principles which they recommended to the Executive should be used to determine whether or not duties can be considered unreasonably onerous and the principles were approved with minor amendments. The Institute has promised its full support to any member who refuses to undertake duties which the Executive agrees are unreasonable.

The first open clash seemed likely to take place at Liberton Secondary School, Edinburgh, where the Institute had agreed to advise its members that, if the long-awaited temporary classrooms were still not ready when the school reopened on Monday after the autumn holiday, they should not take classes in unsatisfactory accommodation (eg, classes for academic subjects in a gymnasium) and that they would have the full support of the Institute if they refused to do so. But the huts were (only just) completed in time for them to be brought into use on Monday and a showdown was averted.

The much publicised difficulties at Liberton, however, are only the tip of the iceberg in Edinburgh. A survey by the Edinburgh local association of the Institute of conditions in the city's schools has revealed difficulties of varying severity in nearly all of them, most of the difficulties being caused by lack of accommodation although there are staffing shortages too. Asked how many rooms were educationally sub-standard, one secondary school replied, "Just about all of them except the dining hall". A depressing feature of many of the returns, apart from

the lack of teaching space, is the gross inadequacy of the toilet facilities available for both staff and pupils.

The limelight switched this week to Hawick High School, where the staff have also sought the Institute's support in resisting the imposition of unreasonably onerous duties. The school has 81 teachers and needs 18 more. In the first and second years there are 17 classes with more than 30 pupils and only five with 30 or less, while the third year has certificate classes with from 33-36 pupils and non-certificate classes with from 28-36. Drama classes range in size from 36-52 pupils and physical education classes include one with 54 pupils, one with 59 and one with 42. (Because of staff shortages, pupils are given extra physical education, girls in one fourth-year class, for example, having five periods of it a week.) The English department has only half of its full complement of 12 teachers with the result that each teacher has to cope with from 220-267 pupils and the pupil/teacher ratio varies from 24-30. The average number of non-teaching periods for the whole staff, assuming full attendance, is four. Inevitably, disciplinary problems have complicated the situation, although they have been somewhat magnified. The staff's solution was part-time education, but this proposal was overruled by the director of education, Mr Charles Melville, who met the staff last week to discuss the problems with them. There has also been a public meeting attended by several hundred parents. Mr David Steel, the local MP, who visited the school this week, announced afterwards that he intended to press for the establishment of an assessment centre in the Borders to which the most disruptive pupils in the region's schools could be sent.

A new element has crept into the staffing problem in the North-East of Scotland where it is becoming increasingly evident that the shortage and high cost of houses are having a deterrent effect on teacher recruitment. For example, Thurso High School, with a roll of 1,293, a staff of 76.2 teachers and a ptr of 17:1, has vacancies for two assistant head teachers (guidance) and is also looking for an assistant principal teacher (guidance), a principal teacher of mathematics and an assistant principal teacher of music as well as a teacher of technical subjects, a woman teacher of physical education and a teacher of music. Wick High School, with a total roll of 1,122, a staff of 61.7 and a ptr of 18:1, requires an

(continued on page 853)

EXECUTIVE REVIEW

Government concedes pensions anomaly facing teachers retiring this year

AS a result of the Government's counter-inflation policy and the consequent restriction of this year's salary increases to levels which have been outstripped by the rise in prices, teachers who retire this year may find themselves being paid pensions that are lower than those of teachers in the same salary bracket who retired a year ago and whose pensions have been kept abreast of price increases by the statutory annual review of public service pensions.

The anomaly, which affects public servants generally and not just teachers, has been recognised by the Government and it has agreed in principle that some action is called for to redress the pensions of teachers hit in this way.

Reporting on the situation to the Executive of the Institute last weekend, Mr John Pollock, Convener of the Parliamentary Committee of the Institute, quoted from a letter from the

Superannuation Division of the Scottish Office. "In the ordinary way," the letter stated, "pay increases for those who retire later have usually ensured that their pensions are at least as large as the pensions of their predecessors, even though these earlier pensions benefit sooner from the Pensions Increase Act provisions. In the current situation, it is recognised that this would not be the case if special action were not taken."

The letter added that various methods of ensuring that there was no permanent disadvantage to those retiring this year as compared with their immediate predecessors had been considered and the Division thought that a solution to the problem was in sight, "although it is not possible to decide precisely what should be done until the longer term pay situation in Stage III of the counter-inflation policy is known."

Mr Pollock said he personally was a

little unhappy at the pension scheme having to be modified to correct an inequity in salaries. "I rather resent being forced by Government policy to use the Superannuation Scheme to bolster unjust policies in the field of salaries," he declared. He anticipated that proposals would be made by the official side of the UK Superannuation Working Party when it met on November 5 which would correct or mitigate this present injustice but he feared that any concession made might be used to perpetrate further injustices at a later stage. "It will almost certainly end up as a charge against the Superannuation Scheme or at least will be used as an argument to resist other vitally important improvements in the scheme," he said.

"The only really satisfactory way to remedy salary injustices is through salary solutions," Mr Pollock insisted. "Probably we should be proposing salary increases in the later years of teaching."

In the meantime, he added, the Parliamentary Committee of the Institute would press for a satisfactory solution to the present problem but Mr Pollock warned the Executive that this pensions approach to a salaries problem must not be used too often otherwise he thought it would have serious repercussions on the Superannuation Scheme.

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No review of leaving dates for 'a year or so'

THE question of school-leaving dates is to be reviewed by the Scottish Education Department in a year or so "when the consequences of the raising of the school leaving age can be properly assessed in the light of experience."

This is the Department's reply to renewed representations by the Institute in favour of allowing pupils to leave school if they wish as soon as they reach their 16th birthday. A resolution calling on the Institute to renew its efforts to have leaving dates abolished was adopted at the annual general meeting of the Institute in June.

The Department's reply was given in a letter which stated: "While we accept as valid many of the arguments which have been put forward in support of such a change, we have not departed from the view expressed at a meeting with representatives of the Institute last November that they are not so strong as to override the educational considerations in favour of the retention of fixed leaving dates; and that the school leaving date situation should be reviewed in a year or so when the consequences of the raising of the school leaving age can be properly assessed in the light of experience."

COLD RECEPTION FOR FE CIRCULAR

A REPORT is being prepared by the EIS Central Further Education Committee on the Scottish Education Department's draft Circular on the "Stalling of Further Education Centres," which has had a cold reception from colleges of further education throughout Scotland.

Reporting last weekend to a meeting of the EIS Executive, Mr Alexander Brough, Convener of the Central FE Committee, said that observations

which had been received from every FE college indicated that they would all be in a worse position if the Circular's proposals were implemented.

Mr Brough said his committee felt that the Department should set out its arguments for the stalling structure it proposed.

The report of the Central FE Committee is to be submitted to the November meeting of the Executive.

Recognition of war service

RENEWED efforts by the Institute to secure special concessions for teachers whose war service or national service has not been recognised for superannuation purposes led to a meeting of representatives of the Institute with the under-Secretary of

State, Mr Hector Monro, at St Andrew's House on Monday last week. The deputation consisted of the President, Mr Alex Russell, the General Secretary, Mr Gilbert S Bryden and the Convener of the Parliamentary Committee, Mr John Pollock.

LEAVE OF ABSENCE INQUIRY

THE EIS Parliamentary Committee is to examine the position of teacher members of Children's Panels who are refused leave of absence to attend training conferences or meetings of panel members.

The matter was raised at last week-end's meeting of the Executive of the Institute by Mr William Wilson, of Inverness, who said that, in his own area, two teachers had recently been refused permission to attend an annual conference of panel members. After protesting, they were granted permission to attend the conference but without leave of absence.

Mr Wilson, who is himself a Children's Panel member, pointed out that loss of earnings could, of course, be reclaimed by panel members in such circumstances, but there was the question of loss of reckonable service for superannuation purposes.

Reporting on the meeting to the Executive of the Institute last weekend, Mr Pollock said it had been arranged, at the request of the Institute, to make the Minister aware of the unfairness of the present provision in the Superannuation Scheme in respect of recognition of war service.

Mr Bryden had put the teachers' case strongly and persuasively, said Mr Pollock, and the Minister appeared to have been convinced at least of the justice of the case of those teachers who enlisted immediately on the outbreak of war and before the existing provision in the scheme was enacted. This was an important aspect of the claim, Mr Pollock added, but the Institute must continue to press for concessions in respect of all war service given by teachers.

The opportunity had also been taken at the meeting with Mr Monro to raise the question of reducing the teachers' contribution to the scheme.

DINNER DUTY VOLUNTARY

THE EIS Executive decided at its meeting last weekend that publicity should be given to the voluntary nature of participation by teachers in dinner supervision at schools.

The decision was taken in response to a communication from a teacher who suggested that "the Institute should make clear to all head teachers the voluntary nature of dinner supervision."

The relevant section of the Institute policy document states: "Section 53 of the Education (Scotland) Act provides that, 'It shall be the duty of an education authority to provide milk and a midday meal.'

"In discharging this duty, an education authority can competently instruct the head teacher of an individual school to make arrangements within that school for the service of milk and a midday meal. However, there is no enactment which compels a teacher to supervise school meals.

"Accordingly, such supervision by teachers is done voluntarily unless they agreed in terms of their contract to participate."

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Regular refresher training for all teachers 'within the next few years'

"I AM confident that our White Paper policy of giving all teachers regular opportunities of refresher training throughout their career will be implemented within the next few years," states the Under-Secretary of State for Health and Education, Mr Hector Monro, in a letter to Mr Tam Dalyell, MP, commenting on an editorial in *The Scottish Educational Journal* of September 27 on in-service training.

Mr Monro expressed disappointment at the suggestion in the article that "the much improved staffing standards which we have set for achievement nationally by 1975-76 will not allow primary teachers to attend one-month courses" of in-service training. "Even in the more difficult staffing conditions of recent years," he points out, "it has always been possible for large numbers of teachers to take in-service training and it is gratifying that, as the article reports, no less than 600 teachers were released last session to attend the new courses."

"I am, of course, aware that the Institute is of the view that our new standards do not meet the Institute's evaluation of what is required to allow primary teachers to enjoy all the conditions it sees as appropriate, eg non-teaching time and in-service training release. Indeed, the Institute has recently submitted a memorandum on the subject, and my Department will be meeting them during the winter to discuss it. The fact remains, however, that even in those areas which have not yet reached the 1975-76 standards — and quite a few have done so — teachers are being released to take the one-month courses as well as the many others being provided."

Mr Monro adds that some 750 qualified applicants were refused admission to the primary diploma course last year when the total intake was restricted to 2,500. Figures for the current year were still awaited. He emphasises that there is not at present a surplus of teachers even in the

primary field and more teachers are needed for nursery education.

"So, while the longer term diploma course intake has been limited, there has been no restriction on the intake for one-year training of graduates who want to work in the primary field, and their numbers grow each year."

"On the secondary side, no restrictions on training intake have been imposed, and supply has substantially increased and will, on present indications, continue to do so. While there are and will continue to be deficiencies, in-service training in this sector continues, too, to develop."

RESEARCH COUNCIL READY TO WORK WITH OTHER BODIES

THE research services unit of the Scottish Council for Research in Education provides professional advice and statistical services, but is also collaborating with external bodies in joint projects.

It is envisaged that the main requests for assistance will come from education authorities, the Scottish Education Department and colleges of education, but, according to the council's annual report, the unit can deal with similar requests from industry, further education and "individuals engaged in education".

The council is prepared to work with other bodies either as collaborators, sharing project costs, or as contractors, paid by the external body. "Most noteworthy in this proposal," says the report, "is the recognition of the council as a major contractor in Scotland for educational research."

The dissemination of information about research is the council's second major function, and during the year approval was given for a feasibility study for a computerised information retrieval system. The council is also considering the possibility of setting up a Scottish Educational Research Association, open to teachers and other educationists, which would co-ordinate and "bring under one umbrella" researchers in various disciplines.

FALL IN GRADUATE ENTRY FOR TRAINING

PROVISIONAL figures compiled by the Scottish Education Department show a decrease of 311 this session in the number of students entering college of education courses of training for secondary teaching.

While the total of diploma-holders and other non-graduates starting these courses has risen by 34 compared with last year and is now 1,117, the graduate entry has decreased by 345 to 1,994 and is 153 less than it was two years ago.

A fall in the graduate entry comes as no surprise. The sharp rise in 1971 and 1972 was associated with the industrial recession which reduced the demand for graduates in industry and business. According to the SED, this factor has

been discounted in the Department's forecasts of future teacher supply which are based on underlying trends.

In fact, the SED expected that the graduate entry to secondary courses would be about 1,880 this session. The actual figure of 1,994, although provisional, is therefore regarded by the SED as indicating rather better prospects for teacher supply than had been estimated, for example, in their report "Secondary School Staffing" (published last March), which proposed new general staffing standards to be achieved by 1976-77 or 1977-78.

The numbers entering college of education courses of training for secondary teaching since 1966-67 are shown in the following table:

	1966/7	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3	1973/4*
Graduates (one-year course)	1,028	1,110	1,309	1,433	1,534	2,147	2,339	1,994
† Non-graduates	828	858	977	939	885	1,069	1,083	1,117
Total	1,856	1,968	2,286	2,372	2,419	3,216	3,422	3,111

* Provisional.

† Holders of special diplomas (eg, in art, music) or entrants to 2-4-year courses in technical subjects, physical education and other practical subjects.

Individual subjects, especially mathematics and science, show the same general trends as those noted above. Examples are given in the following table:

	1966/7	1967/8	1968/9	1969/70	1970/1	1971/2	1972/3	1973/4*
Mathematics and Science	363	375	431	439	529	858	981	791
English	203	234	251	266	298	327	364	337
Technical subjects (including engineering)	86	86	85	83	82	163	165	141

* Provisional

yossarian

SOME problems we just live with. But when the media focus on them from different angles, we may expect that slow stirring of public consciousness which eventually leads to social action. Truancy is a case in point.

Yossarian heard it brusquely dismissed in the staffroom as solvable if only we dressed men in impressive uniforms and sent them round the streets to sweep the renegades back into the classroom. But Yossarian knows the thrill of guilty pleasure when he notices that so-and-so, who can be such a disruptive nuisance, is absent again. Teachers have a vested interest in truancy. It lightens their load.

The light shed by the report "Born to Fail", based on the National Child Development Study, sets in high relief the fact that, by its definition, one in 10 children in Scotland is disadvantaged compared with a national figure of one in 16. The children come from overcrowded or deprived homes, have parents with low incomes and are either part of large or one-parent families. They are not

physically or mentally handicapped, but the social difficulties they face daunt those of us whose lives are better organised.

The report has little faith in education for solutions, education being, it avers, too middle-class in its style. Accepting this as a stricture may cause heart searchings in sections of the profession, but the whole middle-class ethic is to applaud those who make it and condemn those who do not. These kids will never make it by such standards and they know it.

Yossarian found himself watching an "Open Door" programme on television which focused on this point. It was put out by the Bootstraps Union, a group of London teachers who are aware of the problem of the rejection of the experience offered in our schools. It told of the keen, imaginative teachers trying to interest bored and disruptive pupils in a situation which is a travesty of the learning situation we strive to create.

The style of possible alternative which surfaced recently in Glasgow is the Barrowfield Community School which dispenses with those aspects of formal education which alienate the disadvantaged. It is

not the first of its kind — people have been fumbling for a formula for a long time. What makes such a venture viable is the successful engagement of parents and pupils in their own school.

What seems essential is to find a formula by means of which such experiments can be supported within the state system. Barrowfield had its beginnings when parents, worried about truancy, approached the teacher who has now undertaken the task. But Barrowfield depends on donations for its survival.

Harassed officials trying to make the existing system work may have little time for those who are seeking alternatives. Our ethic accepts that alternatives shall be available for parents who can pay for them but not for those who cannot until their offspring have fallen foul of the law. But the delinquent who finds himself in care and begins a life in and out of institutions can easily become a bigger burden on the public purse than the cost of a few teachers' salaries for those who are prepared to go into the streets and work with children who will not come to conventional schools.

More pupils opting for FE study for A-levels

other than sixth-year study at school to gain A-levels is to be investigated by the National Foundation for Educational Research in England and Wales.

The first phase of the three-phase inquiry, which is expected to last four years, will start in January and will cost an estimated £18,000.

According to *Educational Research News*, published by the NFER, growing numbers of pupils in the 16-19 age group are now studying in institutions other than school. Where students can choose where to go, more are opting

for colleges of further education, despite some evidence that this can make entry to a university or polytechnic rather more difficult.

The news bulletin says that the new research will be the first stage of an overall evaluation of the alternatives available. A national sample of 6,000 pupils will be surveyed.

The performance and attitudes of these pupils who opt out of school will be compared with those of sixth-year pupils within the state school system.

It is hoped that the results of the research will provide important guidance for policy-makers at a time when the structure and content of sixth-year school education are under review.

The second phase of the research project will, it is hoped, involve an initial evaluation of pupil performance based on GCE A-level results, while the third phase will provide the terminal

evaluation based on pupil satisfaction, performance in the initial year of higher education and career progress.

TRENDY EXPERTOLOGY?

The makers of the new film "Communicate — Or Else!"

were asked to keep the language as simple as possible. Those using the film (we almost said audio-visual aid) will be able to judge for themselves if that aim has been achieved. The purpose of the thing is, amongst other things, to stimulate discussion on the understanding of misunderstandings, whether personal or international. The presenter (as we believe they say in TV jargon) is, by the way, a Scot.

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Conservation films

THE Countryside Commission for Scotland, Battleby, Redgorton, Perth, PH1 3EW, has issued a new catalogue (price 15p) of conservation films. It contains over 400 titles on a wide range of subjects including natural history and environmental problems.